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ABSTRACT

This paper describes a collaborative model for assessing and developing leadership skills in school administrators. Representatives of East Carolina University's (ECU-North Carolina) School of Education and local school districts collaborated to identify future leaders, assess their leadership skills, and provide continual development. The pilot effort involved three school districts, ECU, and the National Association of Secondary School Principals. Early activities and future plans include: (1) creating preconditions for collaborative assessment and development (linked organizational objectives fostering mutual goal attainment, comprehensive preassessment of valued commodities, organizational values promoting interdependence, environmental scanning and strategic planning, and administrative commitment, knowledge, and support); (2) defining the problem (supporting local school district leadership efforts, strengthening university preparation programs, and strengthening field experiences and internships for Master's in School Administration (MSA) students and mentors); (3) setting the direction (developing pools of trained assessors and mentors, developing a process for assessing students' leadership skills, and expanding collaborative efforts); and (4) structuring the assessment center. Currently, 36 MSA students and new assistant principals have participated in 6 assessment centers. These school leaders have opportunities to participate in leadership development activities sponsored by the consortium. School districts are responsible for most of the ongoing professional development of school leaders. Administrators share the responsibility for their own staff development and the development of others. Staff development standards (context, process, and content) provide a framework for evaluating the results of this staff development. (SM)

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SINGING FROM THE SAME SHEET:

COLLABORATIVE EFFORTS FOR LEADERSHIP DEVELOPMENT

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SINGING FROM THE SAME SHEET: COLLABORATIVE EFFORTS FOR LEADERSHIP DEVELOPMENT

Colleges, universities, and school districts share the responsibility for identifying and preparing public school administrators. These institutions have an ethical responsibility and a practical self-interest in the development and preparation of effective school leaders, whether candidates "self-select" a career in educational leadership, are sponsored by a mentor principal or superintendent, or are recruited through district "Future Leader Academies." If university faculty and school district personnel share an understanding of essential leadership skills and a process for developing them, they will be able to "sing from the same sheet." As a result, university preparation and school district leadership development programs will be stronger and better coordinated, and candidates entering administrative positions will be more likely to be able to apply theory to practice and demonstrate the required skills on the job.

The purpose of this paper is to describe a collaborative model for the assessment and development of leadership skills. Staff development needs of practicing and future administrators are described. Collaboration theory is reviewed briefly and is used to organize the discussion of this collaborative project. Early efforts to define the "problem," plan, and establish a regional assessment center in the East Carolina University service area are shared. The National Staff Development Council Standards provide a framework for evaluating the results. Finally, advantages and expected challenges of this collaborative effort to develop future school leaders are identified.

The Staff Development Needs of Practicing and Future Administrators

The nature of schooling is being fundamentally changed. Legislative bodies, business leaders, parents, educators and others are demanding that schools be more responsive to the needs of stakeholders and focus on student achievement. These calls for reform challenge the ways in which school administrators have successfully functioned in the past and call for new leadership skills and competencies. In a soon-to-be published report on the professional development of principals commissioned by the

Danforth Foundation, Hunter Moorman (in press) comments on current expectations for school leaders. He notes that reforms are based on new understandings of learning and cognition, sophisticated new pedagogy, radically altered forms of school management and organization, and more difficult relationships with the local community and the public at large. Successful twenty-first century schools will be led by individuals who have set aside the traditional assumptions about schools as hierarchical, production-oriented organizations managed by command and control. Future school leaders must see their schools as flexible organizations that change and adapt to new conditions and expectations.

Just as schools and school leaders must change to meet new expectations, development programs for practicing and future administrators must change. Moorman (in press) affirms the vital role professional development plays when he states that "professional development for teachers and administrators lies at the heart of success for school reform and student achievement." The National Commission for Accreditation of Teacher Education (NCATE) and the School Leaders Licensure Consortium (ISLLC) have identified essential knowledge and proficiencies needed by current and future schools leaders. The NCATE and ISLLC standards are the latest iteration of an examination of key principalship proficiencies and skills begun over twenty years ago by the National Association of Secondary School Principals (NASSP) and continued by the National Association of Elementary School Principals (NAESP). NASSP, NAESP and other professional organizations are collaborating to identify leadership and development standards for administrators. School systems, universities, state agencies, standards boards, and professional organizations must collaborate to create optimal conditions for the preparation and development of current and future school leaders.

Universities, school systems and associations face major challenges to the ways they have operated in response to the changes schools and school leaders are facing. The old paradigm where each works in isolation is obsolete. They share a number of goals, the most important of which is the improvement of student achievement. Effective leadership is an important key to school improvement and increased student achievement. Effective leadership development is dependent upon the identification of clear,

measurable standards for school leaders; education and training based on those standards; and principles of adult learning and comprehensive reform.

Knowledge and theory are important, but the leader's ability to apply that knowledge and theory to practice is key. A principal's continuing staff development needs are complex and may the need to strengthen communication and collaboration skills, an understanding of the needs of teachers in "new" settings (e.g. collaborative classrooms), and the ability to build collective responsibility for student achievement. At the same time, the principal must continue to develop skills in the area of school operations and management.

Loucks-Horsley and others (1987) address ten key components of successful staff development (see Table 1). Those components highlight the complexity of quality professional development and emphasize the need for an integrated plan that unites organizational goals with individual needs. Staff development resources are internal and external. Staff development needs of principals and other school leaders are met through local district activities, "academies," job-embedded training, and varied development opportunities at the regional and state levels. Assessment of current skill level can provide a basis for an individual plan for professional growth. Mentors and coaches support reflection and continuing development. Various external providers may also support growth: universities, state agencies, professional associations, regional accreditation agencies, and consultants. When internal and external staff development resources are linked, it seems more likely that continuing professional growth will occur.

Professional development is also changing as a result of public demand for accountability and the need for connecting forces that create educational change. Emerging themes for these changes include: results-orientation; systems-thinking; and constructivism. *A results-orientation* implies a team effort around clear and measurable goals supported by data and informed by research. Teamwork is task-focused and purposeful, and allows groups of people to "look for the larger picture that lies beyond individual perspectives" (Senge, 1990, 12). Data highlights gaps in the ideal state. Data informs practice and measurable goals help direct energy and resources. *Systems-thinking* is "a discipline for seeing wholes…a framework for seeing interrelationships

rather than things…for seeing patterns of change rather than snapshots" (Senge, p. 69). Systems-thinking notes the need for examining the organizational framework including resources, time, schedules, and structures. Finally, *constructivism* implies the personalization of learning. Since adults have differing levels of knowledge and skill and bring varied experiences and backgrounds to professional development, the acquisition of knowledge and skill is personal. Constructivists believe "that learners create their own knowledge structures rather than merely receive them from others" (Sparks, 1997, 9). Rather than receiving knowledge from experts in training sessions, professional educators can collaborate with peers, researchers, and others to develop the most positive teaching and learning environments for children.

The Case for Collaborative Strategies

Although some authors distinguish between "collaboration" and "cooperation," Wood and Gray (1991) prefer a broader definition of collaboration: "Collaboration occurs when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures, to act or decide on issues related to that domain" (p. 146). The collaborative process is developmental, and in the early stages, it is important that stakeholders recognize the complexity of the problem and the interdependence of the organizations that are undertaking the joint effort. As stakeholders work together to gather information and develop a strategic plan, there should be opportunities for all stakeholders to influence decisions about the collaborative effort. As structures and processes are needed to accomplish shared goals, funding and communication linkages are important.

The early stages of a collaborative effort are critical to its success. Reed and Cedja (1987) describe organizational preconditions that facilitate successful collaboration:

- Linked organizational objectives that foster mutual goal attainment
- Comprehensive preassessment of valued commodities
- Organizational values that promote interdependence
- Environmental scanning and strategic planning
- Administrative commitment, knowledge, and support

Although the stages of collaboration are incremental, progress often looks more like a spiral than a straight line, and partners must balance a focus on long-term goals with flexibility as they find the most effective way to "knit their local needs, resources, and preferences into a purposeful plan" (Melaville & Blank, 1993, p. 19).

An Eastern North Carolina Model for Leadership Development

Representatives of the School of Education at East Carolina University and local school districts have joined together to identify future school leaders, assess their leadership skills, and provide opportunities for continual development. The pilot effort involved three school districts, East Carolina University, and the National Association of Secondary School Principals. In response to the interest of superintendents from other districts, expanded opportunities for assessment and development have been offered through ECU's Office of School Services. Early activities and future plans are described below in four sections: preconditions for collaborative assessment and development efforts, definition of the problem, setting the direction, and structuring.

Preconditions for Collaborative Assessment and Development Efforts

Evidence that preconditions for collaborative leadership assessment and development efforts have been addressed is summarized below.

Linked organizational objectives that foster mutual goal attainment. The recruitment and development of future leaders for our schools brings together many organizations and stakeholder groups. In the face of shrinking pools of qualified applicants for administrative positions, school districts are recognizing the need to "grow their own." Although some districts have developed staff development programs for future leaders, both funding and the availability of local "trainers" may be limited. At the same time, universities are involving school districts in the recruitment of students for new Master's in School Administration (MSA) programs, and the NC Principal Fellows Program is providing support for full-time study for qualified MSA applicants.

Comprehensive preassessment of valued commodities. In the pilot effort, the participating school districts and the university have identified financial and human resources that can be directed toward this collaborative project. The North Carolina

Department of Public Instruction owns licenses for several leadership assessment and development programs. The East Carolina University School of Education has purchased the license for NASSP's Leadership Early Assessment Program (LEAP), which will allow the program to be used throughout the state.

Organizational values that promote interdependence. Significant attention has been directed toward improving administrator preparation. Expectations for future administrators are defined by many groups. The North Carolina Standards Board for Public School Administration (NCSB) has identified "required" knowledge, skill, and professional perspectives indicators in ten performance domains (see Table 2). Standards for program approval and accreditation developed by the National Association of Colleges of Teacher Education (NCATE) call for a stronger link between theory and practice and instructional methods that utilize real problems and develop skills. The leadership skills defined by the National Association of Secondary School Principals (NASSP) for use in the Leadership Early Assessment Program (LEAP) are themes which run throughout the performance domains identified the NCSB (see Table 3). The LEAP skills provide a strong base for the collaborative leadership assessment and development efforts described here (see Figure 1).

Environmental scanning and strategic planning. For the pilot effort, needs assessment and planning have occurred over several years, and assessor training activities were initiated in January, 1997. Expansion to include other school districts and university campuses will require continuing needs assessment and planning. The Rural Education Institute (REI) and the Eastern North Carolina Consortium for Assistance and Research in Education (ENCCARE), which operate as a part of the ECU Office of School Services and focus on leadership development, will provide vehicles for the planning process.

Administrative commitment, knowledge, and support. Support from the "top" on the part of superintendents, the Dean of the School of Education, the Chair of the Department of Educational Leadership, and the Director of the Office of School Services continues to be essential. Superintendents have indicated strong interest in having access to assessment for future leaders. School of Education administrators

expect positive results in terms of student development, program improvement, and opportunities for faculty to be involved in local leadership-development efforts.

Defining the Problem

As the preconditions have been met, the "problem" has been defined more clearly. District, state, and university interests in the recruitment and preparation of strong future school leaders will be addressed by the collaborative project. The goals are:

- To support local school district leadership development efforts.
- To strengthen university preparation programs.
- To strengthen field experiences and internships for MSA students and their mentors.

Setting the Direction

Plans for the pilot effort call for several "stages," beginning with the development of pools of trained assessors and mentors. Each of the three participating districts will conduct assessment centers in the districts and will assign mentors to new and future administrators. The mentors will provide assistance and support with the individual development plan. Collaborative assessment will increase objectivity and facilitate networking across district lines.

At the same time, ECU faculty is developing a process for assessing the leadership skills of MSA students upon entry to and graduation from the program. The assessment results, which include identified strengths and potential "derailers" for each student, will be used as a basis for individual and program development. Faculty are incorporating in-basket problems, leaderless group assignments, and other performance-based activities into course instruction. Individual student progress will be monitored through a leadership portfolio and a reflective journal. Aggregate data will be used for needs assessment, program development, and program evaluation.

Collaborative efforts will be expanded through the ECU Office of School Services, and lessons learned from the pilot effort will be helpful. An initial pool of assessors, mentors, and trainers was trained in the spring of 1997, and a grant from the Z. Smith Reynolds Foundation has provided training for additional assessors. Four LEED faculty members and 18 district administrators were trained as LEAP assessors in the spring of 1997. Thirty-five additional district administrators, ECU faculty members, and

doctoral students were trained as assessors in the fall of 1997. Three LEED faculty members, a doctoral student, and 18 district administrators have received training as mentors for administrators. Ten of those participants were trained as trainers and can present the mentoring and coaching training for interested school districts.

Structuring the "Assessment Center"

It is clear that collaborative leadership assessment and development efforts in eastern North Carolina will require significant coordination. Staff will be responsible for scheduling centers, assigning assessors and participants, ordering materials, preparing reports, and monitoring results.

If the North Carolina Assessment Center supported by the Department of Public Instruction from 1983 to 1993 is used as a model, school districts will earn the opportunity to send one candidate to an assessment center by providing one assessor to "work" in an assessment center. A single LEAP assessment center is designed to assess six candidates and requires six assessors. Assessment is labor-intensive. It requires one day for the candidates and two to three days for the assessors. Individual feedback can be provided by the assessors, but assigning the responsibility for feedback to the center director may have some advantages. Assessment centers are "portable" and can be held at locations that will minimize travel for the participants.

Early Results and Future Plans

This fall, thirty-six MSA students and new assistant principals participated in 6 LEAP assessment centers, three on the university campus and three in the local districts. Using the information about relative strengths and potential "derailers," these current and future school leaders have developed individual professional growth plans. They will participate in job-embedded training, professional conferences, and other internal and external development opportunities. Administrative mentors will support their development in the university program, in internships and field experiences, or on the job in the districts.

Depending on individual goals, these school leaders will have opportunities to participate in leadership development activities sponsored by the consortium. Several

NASSP development opportunities will be offered, including Springfield, From the Desk Of, and Let's Talk. In addition, the ECU Office of School Services will provide training in Total Quality Management, Facilitative Leadership, and Covey as needed.

School districts are given the major responsibility for on-going professional development of school leaders. This responsibility is defined through school improvement initiatives aligned to organizational goals. The district's responsibility seeks to move leaders from the acquisition of knowledge and skills to application and transformation. School leaders are encouraged to continuously apply, extend, use, reflect, and transform learning to create new meaning. Districts must assist school administrators to develop the capacity to learn from experience.

How can school systems facilitate such change? One pilot district, the Nash-Rocky Mount Schools, accomplishes this change through academies that serve future and practicing school leaders. These academies begin with the individual as a single focus of change. Individuals self-assess and analyze their strengths and improvement needs in the context in which they function: the school and the district. These academies also highlight new roles of *instructional leaders*: a knowledge of cognitive development, differentiated instructional strategies, diversity and multiculturalism, motivation and management, communication and technology, and assessment. In addition, these academies address new models of school leadership, including organizational development at the district and school level. This development addresses organizational structures, communication patterns and strategies for staff, students, parents, and school communities, and evaluation and performance feedback for staff. Finally, school leaders need an intense focus on skill development: written and oral communication, visioning and strategic planning, problem solving, and interpersonal skills.

Skill development requires an infrastructure to support on-the-job growth. This system must include performance assessment that is skill-based, the assignment and support of mentors and coaches, and a focus on dialogue that is problem-based. Dialogue must encourage deliberate and on-going reflection that encourages behavioral change on-the-job. This reflection and growth is systemic and aligned with school improvement planning, professional development, and licensure.

With an eminent shortage of school leaders, the responsibility of school administrators to sponsor and develop their own leaders must be embedded in the district culture and mission. This responsibility encourages participation in mentoring and coaching processes, job shadowing, performance assessment, and feedback. Experienced school leaders are paired with new principals and assistant principals for orientation, induction, and development.

As members of learning communities, school districts must work across district lines to collaborate with colleagues in other districts. This collaboration must build bridges with colleges and universities, standards boards, state departments, and other professional development providers to encourage the exchange of shared knowledge.

Using the Staff Development Standards to Evaluate the Results

Administrators share the responsibility both for their own staff development and the staff development for others who impact student learning. Although the Staff Development Standards (NSDC, 1995) focus primarily on "growth-producing processes" for teachers, the standards also provide a useful framework for evaluating the results of this staff development effort for administrators.

The Context Standards

The context standards help define the culture in which skills will be developed and implemented. Staff development for principals must enable them to envision and establish a supportive culture for staff development in their schools. Evaluation questions related to the context standards will address the extent to which partnership activities accomplish the following:

- require and foster the norm of continuous improvement
- develop the knowledge and skills needed to obtain continuing support and to motivate all groups to be advocates for continuous improvement
- align with school district and university strategic plans
- are supported by a line item in school district and university budgets
- develop collaboration skills and provide time for collaborative district and school work

- develop the knowledge and skills needed to understand and support the change process

The Process Standards

The process standards clarify how staff development will be planned and implemented. Staff development for principals should be a model of "best practice." These standards define knowledge and skills administrators must possess. These standards also define how staff development should be implemented in their schools. There are two sets of evaluation questions in this area. First, to what extent do partnership activities address the following areas of knowledge and skill:

- organization development and systems thinking,
- human learning and development,
- the change process – initiation, implementation, and institutionalization,
- analysis of disaggregated student data as the basis for prioritizing goals for student learning,
- effective research-based instructional strategies,
- collaborative problem solving and decision making skills, and
- group development?

Second, to what extent do partnership activities model the following practices?

- integrating innovations and relating them to the mission of the organization
- ongoing evaluation using multiple sources and focusing on multiple levels of the partnership, the district, and the school
- varied approaches
- follow-up

The Content Standards

The content standards define what educators at each level need to be successful. Teachers must acquire and continue to develop certain skills and knowledge. Administrators must share this content in order to recognize it in others and provide coaching and support. Evaluation questions in this area address the extent to which partnership activities support the development of knowledge and skills areas essential to teaching and learning: child development, classroom management, diversity,

developmentally appropriate curricula, integrative thinking and learning, research-based teaching strategies, high expectations for student learning, collaboration with and support for students and their families, performance assessment, and community service.

Conclusions

Early Partnership activities are based on a model of continuous improvement for the organizations and the individuals involved. The skills focus of the Leadership Early Assessment Program (see Table 3) is closely related to the context standards, and the professional development plans support an ongoing process of assessment, development, and improvement. The LEAP skills are also consistent with the NC Standards for Public School Administration (see Table 2), making LEAP an appropriate foundation for this collaborative effort to develop leadership skills.

The programs selected for implementation model effective staff development practice. As participants set development goals, they identify areas for growth and receive coaching and support from mentors and peers. Through continuing cycles of development, they will focus on teaching, learning, and school improvement issues that are important in the specific setting.

Administrators who experience quality staff development and professional growth will not only be more successful as school leaders, but they will be more likely to recognize and implement meaningful staff development for their faculties. Students in educational leadership programs come from and will return to school districts in the university service area. Collaborative school district and university efforts to prepare and develop school leaders will build stronger consensus regarding the skills required for school improvement and facilitate strong links among theory, research, and practice. Several advantages for the stakeholder groups have already been noticed:

- Collaborative efforts are increasing networking among school district and university personnel and building stronger consensus regarding the skills required for school administrators.
- Collaborative district leadership development efforts have the potential to strengthen the skills of practicing administrators who supervise MSA interns during the year-long field experience.

- "Mixing" novices with more experienced administrators in development programs is broadening the interaction among participants.
- Collaborating groups are sharing costs of training licenses and coordination.

The greatest challenges so far have been the need to develop a critical mass of assessors and mentors so that the programs can be supported by in-kind efforts. Time is a valuable resource in all staff development efforts. It is difficult to pull principals, assistant principals, and future leaders away from their responsibilities so that they can participate in assessment and development activities. As the number of partners increases, participants in the programs will be less likely to come from the same districts, making it easier to cover their absences and support their professional development.

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Table 1: Characteristics of Effective Professional Development

Characteristic	Explanation
Collegiality and collaboration	the move from isolation to connection, mutual problem solving, collective understanding, and common language
Experimentation and risk taking	the move from that which is comfortable to that which breaks new ground; requires support
Incorporation of available knowledge bases	the inclusion of research-based models of effective teaching and learning practices
Appropriate participant involvement in goal-setting, implementation, evaluation, and decision-making	the inclusion of participants in the development of effective programs increases motivation and the likelihood of relevance
Time to work on staff development and assimilate new learnings	the adjustment of schedules to accommodate learning on-the-job
Leadership and sustained administrative support	the legitimizing of professional development through delivery, participation, and encouragement
Appropriate incentives and rewards	the need for rewards such as time to share, opportunities to learn, and affirmation
Designs built on principles of adult learning and the change process	the recognition that adults have learning characteristics that must be addressed
Integration of individual goals with school and district goals	the acknowledgment of both individual needs in the context of organizational goals
Formal placement of the program within the philosophy and organizational structure of the school and district	the organizational alignment of purpose, goals, and mission to ensure effectiveness

Table 2

NC Standards Board for Public School Administration: Performance Domains for the Principalship

I. VISION

The principal is an educational leader who facilitates the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students.

II. LEARNING

The principal is an educational leader who promotes the development of organizational, instructional, and assessment strategies to enhance teaching and learning.

III. CLIMATE

The principal is an educational leader who works with others to ensure a working and learning climate that is safe, secure, and respectful of diversity.

IV. PROFESSIONAL ETHICS

The principal is an educational leader who demonstrates integrity and behaves in an ethical manner.

V. COLLABORATION AND EMPOWERMENT

The principal is an educational leader who facilitates school improvement by engaging the school community's stakeholders in collaboration, team-building, problem-solving, and shared decision making.

VI. SCHOOL OPERATIONS

The principal is an educational leader who uses excellent management and leadership skills to achieve effective and efficient organizational operations.

VII. HUMAN RELATIONSHIPS

The principal is an educational leader who employs effective interpersonal, communication, and public relations skills.

VIII. DEVELOPMENT OF SELF AND OTHERS

The principal is an educational leader who demonstrates academic success, intellectual ability, and a commitment to life-long learning.

IX. INFORMATION MANAGEMENT, EVALUATION, AND ASSESSMENT

The principal is an educational leader who promotes the appropriate use of reliable information to facilitate progress, evaluate personnel and programs, and to make decisions.

X. CONTINUOUS IMPROVEMENT

The principal is an educational leader who fosters a culture of continuous improvement focused upon teaching and learning.

Table 3

Description of LEAP Skills

A: Administrative Skills

I. **Seeking out and interpreting relevant data**
- A. Using background information available.
- B. If necessary, obtain additional information.
- C. Flexibility in seeking relevant data.
- D. Ability to recognize verbal and written clues.
- E. Ability to use follow-up questions.
- F. Ability to identify facts.
- G. Identify possible causes of a problem by analyzing the information obtained.
- H. Understand the tasks, roles, and instructions in various activities.
- I. Ability to recognize relevant and irrelevant data.

II. **Making high quality judgments and decisions based on available information**
- A. Identify criteria for evaluating the judgment and decision, including who and what will be affected
- B. Supporting judgments and decisions with information obtained.

III. **Planning the use of resources to maximize your work and the work of others**
- A. Identify resources needed (personnel, financial, and material)
- B. Making effective use of available time.
- C. Establishing timelines and schedules.
- D. Knowing when to plan.
- E. Deciding whether a long-term or short-term solution is needed.
- F. Establishing objectives and goals
- G. Developing an overall strategy to deal with a problem or issue.
- H. Involving others in decision-making and activities.

I: Interpersonal Skills

I. **Facilitating and interacting with a group of individuals to accomplish a task**
- A. Set and maintain direction for a group or project
- B. Reflecting accurately the point of view of others by restating it, applying it, or encouraging elaboration of the idea.
- C. Encouraging people to participate in discussion.
- D. Coordinating ideas and suggestions from members of a group.
- E. Providing direction when the group is off-task.
- F. Providing support when others are leading effectively.

II. **Ability to perceive the needs, concerns, and feelings of others and to act appropriately**
- A. Expressing verbal recognition of feelings, needs, and concerns of others.
- B. Communicating all necessary information to the appropriate persons.
- C. Expressing nonverbal recognition of feelings, needs, and concerns of others.
- D. Diverting unnecessary conflict.

III. **Motivating self and others--creating conditions that focus energy from a group of individuals toward the accomplishment of goals**
- A. Modeling motivation to others through: self-confidence, enthusiasm, personal energy, taking risks, trusting
- B. Expressing clear and specific personal goals
- C. Setting and communicating challenging group goals
- D. Establishing incentives
- E. Providing feedback and coaching.

Table 3

Description of LEAP Skills (Continued)

C: Communication Skills

I. Verbal
- A. Making clear oral presentations
- B. Communicating expectations
- C. Demonstrating technical proficiency in speaking.
- D. Listening effectively.
- E. Demonstrating effective non-verbal behavior.

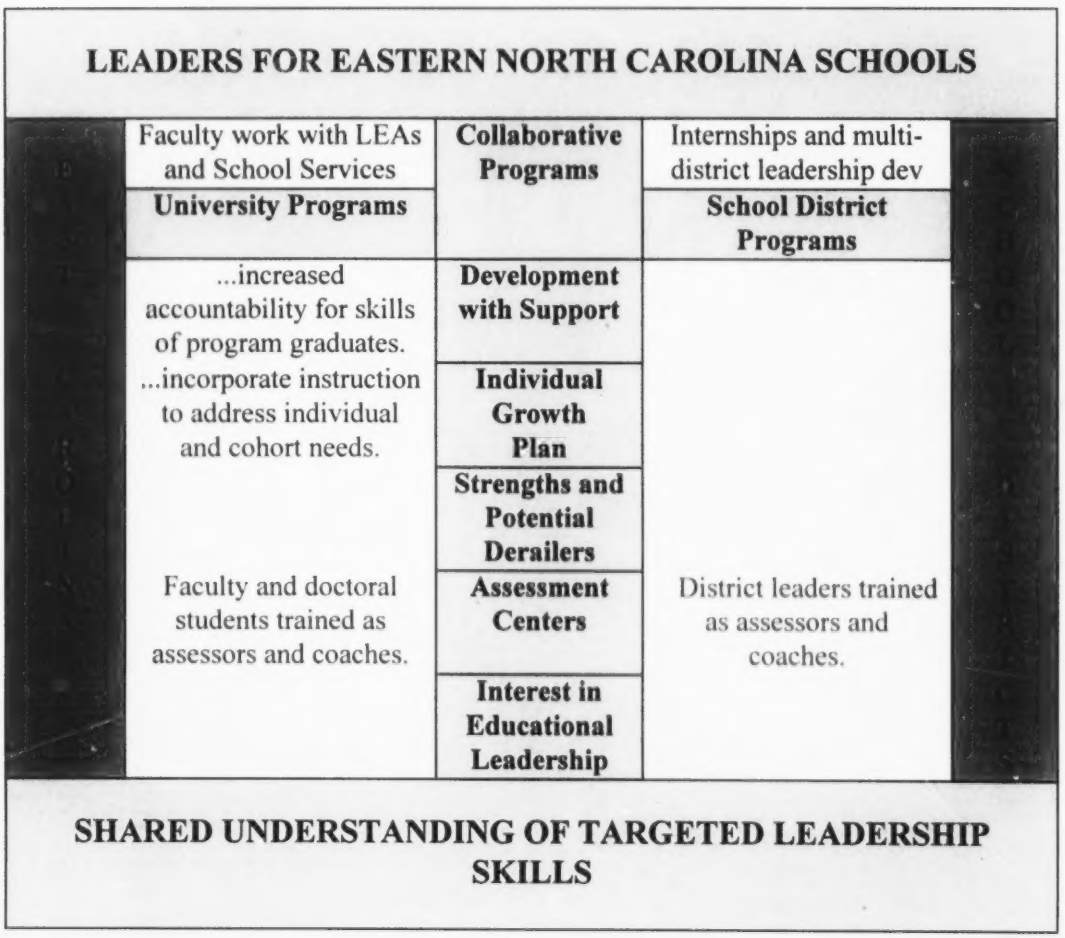
II. Written
- A. Expressing ideals clearly in writing.
- B. Communicating appropriately for different audiences.
- C. Demonstrating technical proficiency in writing.

K: Knowledge of Self

I. Knowing areas of strengths and weaknesses
II. Educational values
III. Developmental activities

Figure 1

LEADERS FOR EASTERN NORTH CAROLINA SCHOOLS: Collaborative Assessment and Development Efforts


LEADERS FOR EASTERN NORTH CAROLINA SCHOOLS
Faculty work with LEAs and School Services
University Programs
Collaborative Programs
Internships and multi-district leadership dev
School District Programs
...increased accountability for skills of program graduates.
...incorporate instruction to address individual and cohort needs.
Development with Support
Individual Growth Plan
Strengths and Potential Derailers
Faculty and doctoral students trained as assessors and coaches.
Assessment Centers
District leaders trained as assessors and coaches.
Interest in Educational Leadership
SHARED UNDERSTANDING OF TARGETED LEADERSHIP SKILLS

BEST COPY AVAILABLE